TRAINING NEEDS ASSESSMENT:
Responsive Modules & Training Approach

COMPASS

Community Partnerships for Sustainable Resource Management in Malawi

Training Needs Assessment

Prepared by:

Gilbert Mwakanema (Consultant)

Development Alternatives, Inc.
7250 Woodmont Ave., Suite 200
Bethesda, MD 20814
USA

Tel: 301-718-8699
Fax: 301-718-7968
e-mail: dai@dai.com

In association with:

Development Management Associates
Lilongwe

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ACKNOWLEDGMENTS

LIST OF ABBREVIATIONS

ADD   : Agricultural Development Division
ARET   : Agriculture Research and Extension Trust
BCFP   : Blantyre City Fuel Wood Project
CABUNGO   : Capacity Building Unit for Non governmental Organizations
CBNRM   : Community Based Natural Resource Management
COMPASS   : Community Partnerships for Sustainable Resource Management
CURE   : Coordination Unit for Rehabilitation of the Environment
EPA   : Extension Planning Area
EDETA : Enterprise Development and Training Agency
EMP   : Environmental Management Project
ESCOM   : Electricity Supply Commission of Malawi
IGA   : Income Generating Activities
LHO   : Land Husbandry Officer
LePSA   : Learner centered, Problem Posing, Self discovery, Action planning
LOMADEF   : Lipangwe Organic Manure Demonstration Farm
MAFE   : Malawi Agroforestry Extension Project
MASAF : Malawi Social Action Fund
MAVOTI   : Mabulabo Voluntary Transformation Initiatives
NASFAM   : National Smallholder Farmers' Association of Malawi
NGOs   : Non-Governmental Organization
OD   : Organizational Development
PTNARMTA   : Partners', Training Needs Assessment, Responsive Modules and Training
                 Approach
PRA   : Participatory Rural Appraisal
PROSCARP   : Promotion of Soil Conservation and Rural Production
RDP   : Rural Development Project
SADP   : Smallholder Agribusiness Development Project
SHOGA : Shire Highlands Organic Growers Association
SVADD : Shire Valley Agriculture Development Division
TAMA   : Tobacco Association of Malawi
TNA   : Training Needs Assessment
TOT   : Training of Trainers
TSP   : Training Support Program
TFT   : Training for Transformation
VNRC   : Village Natural Resource Committee
WSM   : Wildlife Society of Malawi

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EXECUTIVE SUMMARY

The main objective of the assignment was to assess COMPASS partners training needs and design training modules to respond to the identified needs.

The whole assignment took forty-one working days: from August 12th, 1999 to 28th September 1999. Thirty stakeholders participated in the exercise.

The main approach used in the whole exercise was participatory systematic stakeholder consultation. After field and draft report, all stakeholders were invited to a workshop to validate the identified training needs and responsive modules.

The context for COMPASS Project is supportive enough to achieve the desired targeted results. Structures and operations of most partners are weak and lack constituency accountability. Organizational development and related process modules are key interventions to improve the situation.

CBNRM is about community ownership, control, influence, benefiting, defending and managing natural resources based on ecologically sound technologies. For most partners, the concept of CBNRM is limited to managing natural resources. It is recommended that COMPASS Project should promote a CBNRM concept that seeks to achieve structural transformation, which will sustain community empowerment.

Current CBNRM training concept seeks to improve communities' capacity to manage natural resources. COMPASS Project should adopt a CBNRM training concept that seeks to strengthen and sustain community ownership, management, benefits and control of natural resources. CBNRM training areas are divided into two categories: process and technical needs.

Most partners are aware of the primacy of CBNRM impact monitoring and assessment. However few have carried out monitoring and assessment activities. Training in CBNRM impact monitoring and assessment should be considered for most partners.

Three local examples of CBNRM initiatives have been recommended as learning sites: Tikondwe Freedom gardens in Dowa, LOMADEF in Ntcheu and the Jumbe family in Mthilamanja, Mangochi.

I.   INTRODUCTION

The main objective of this assignment was to assess COMPASS partners' training needs and help design responsive training modules. The exercise targeted CBNRM practitioners and promoters at all levels: government, donor, NGO, private sector, and community. In total, thirty (30) CBNRM partners participated in the TNA exercise. Partner distribution was as follows: 9 Government departments, 3 CBOs community groups/members, 6 NGOs, 9 private organizations/individuals, 2 donor projects and 1 donor, refer Appendix II

The rest of the document is structured as follows:

II   Background
III   Terms of Reference
IV   Methodology
V   Description and Analysis of Findings
VI   Conclusion
VII   Recommendations

II.   BACKGROUND

COMPASS is funded through the United States Agency for International Development (USAID) and is being implemented by Development Alternatives, Inc. (DAI) and Development Management Associates (DMA).

In 1996, recognizing the importance of addressing environmental problems, the Government of Malawi approved a comprehensive national environmental policy that places emphasis on the management of natural resources by communities. Additionally, the President of Malawi signed into law the nation's first national Environmental Management Act that, among other things, provides the requisite architecture for an on-going program of sectoral policy, institutional and legislative reform in favor of the environment.

In March 1997, USAID assisted the Environmental Affairs Department of the Malawi Government by organizing a workshop to facilitate in developing a Results Framework for a national CBNRM strategy. Building on the National Environmental Action Plan from 1996, the framework outlines elements of a strategy for mobilizing communities into effective natural resources management institutions. This planning was expected to continue under the guidance of a CBNRM National Steering Committee and Secretariat to have been established in 1998. However, this process has been stalled for the past two years. The COMPASS Team will support and expand this strategic planning process, commitment to community based natural resource management and help strengthen the institutional framework in which CBNRM programs are designed, implemented, monitored and evaluated in Malawi.

COMPASS will address USAID Strategic Objective Number 2 (SO2): Increased sustainable use, conservation and management of renewable natural resources. This and four other Strategic Objectives are designed to achieve USAID/Malawi's goal of broad-based sustainable economic growth.
The COMPASS team will work toward accomplishing predetermined goals in five discrete areas that are defined as Targeted Results (TR). Each TR has a set of Sub-Results (SR) and for each SR a set of tasks and/or actions that have been identified and will be implemented to achieve the SR and the overall TR.

This assignment falls under TR3: Community Mobilization Skills within Government NGOs and Community Groups Improved. The main task for this consultancy assignment was to achieve SR3A: CBNRM Training Program for all interested partners. Under SR3A COMPASS will design a national CBNRM training program to facilitate the building and strengthening of village organizations for collective action, extending technologies and knowledge to promote sound resource management, and developing enterprise management skills to improve rural livelihoods. The goal is to develop skills within a broad range of agencies and organizations tasked with promoting sustainable development. Such a multi-partner training program will enable COMPASS achieve economies of scale, promote interaction between different stakeholders groups, and facilitate cost sharing. One of the specific tasks under SR3 is to assess Training Needs and Effective Training Modules.

III.   TERMS OF REFERENCE

The required technical assistance will carry out all tasks that add up to identifying the training needs of the various CBNRM partners, and making the corresponding training needs relevant to the situations on the ground. The major tasks are outlined below.

A.   TASKS

The training needs identification and module development exercises form the hub of the Community Mobilization section of the COMPASS activity. Major tasks for the training needs assessment are as follows:

1.   Examine the structure and operations of the selected CBNRM partner organizations or group and their beneficiaries.

2.   Interview partner organizations' representatives in Blantyre, Mwanza, Lilongwe, Ntcheu, Mzuzu, and Mzimba, wherever feasible (otherwise send questionnaires) to examine areas of training gaps and actual training requirements.

3.   Through probing, clearly define the expected impact according to the organization.

4.   By interviewing the members of the organization, explore the in-house training skills available in the organization, and their ease of access.

5.   If possible, visit the targeted areas (i.e. area of beneficiaries) to identify local experience available, which can be called on for demonstration as realistic examples in the area of training.

6.   Categorize the organizations/institutions according to training needs.

7.   Examine the current training materials/programs of the concerned subject area in the organizations and identify their strengths and weaknesses relative to the identified needs. This shall involve traveling to places like Mwanza, Lilongwe, Mzimba, Chikwawa, and Salima and within Blantyre.

8.   By comparing the material content with the common concerns of the rural people, assess the applicability of those materials to rural situation, and how locally available materials can be used where technical demonstrations are required.

9.   Build the corresponding training modules per group of needs/institutions.

10.   Consult sample trainers, whose roster shall have been prepared by the community mobilization specialist, who are willing to participate in training module review.

11.   Facilitate a two-day needs and training module review workshop.

12.   Produce a report on the proceedings of the training needs and module review workshop.

13.   Produce a bound comprehensive report of the identified training needs and effective training modules.

IV.   METHODOLOGY

A.   *PROJECT MOBILIZATION*

Project mobilization meetings involved consultations with the Chief of Party, Deputy Chief of Party, Community Mobilization Specialist and the Information Management Specialist. The main output was improved understanding of COMPASS Project background, goals and strategy, plus a detailed fieldwork plan, (Appendix III). In addition, data collection methods were refined and completed.

B.   *PARTNER SELECTION*

Criteria used in sampling partners in the TNA exercise included the following:

1.   CBNRM model sites especially those initiated, owned and managed by local individuals or families/organizations.
2.   CBOs that are practicing CBNRM activities.
3.   NGOs that are training communities involved in CBNRM activities.
4.   NGOs that are training other NGOs involved in facilitating CBNRM activities at community level.
5.   Government Departments that are directly facilitating communities initiatives in CBNRM activities.
6.   Private sector organizations that are directly involved with CBNRM issues.

C.   *DATA COLLECTION*

Data collection methods used in the exercise included the following:

1.   Secondary records: this included reading the COMPASS Project First Work plan (July 1st 1999 to December 31st 1999).
2.   Semi-Structured Interviews (SSI) were used throughout the TNA exercise.
3.   3Ls Survey: (Look, Listen and Learn) method was used during visits to CBNRM projects.
4.   Focus group discussions (FGD) were conducted with CBOs.

D.   *MODULE REVIEW WORKSHOP*

COMPASS Project invited all participants of the TNA exercise to validate the findings of the TNA Draft Report. The review exercise took one and half days. The main workshop method was participatory systematic stakeholder consultation. By this method participants reviewed, validated and edited every item in the report. Sixteen participants from all the partner sectors attended the workshop, see Appendix VI. The final report is a product of stakeholder consultation process.

V.   DESCRIPTION AND ANALYSIS OF FINDINGS

A.   CBNRM TRAINING CONTEXT

Every training programme has a context. A context has factors that impact on the management of training. Although context assessment was not part of the terms of reference, it is necessary to briefly review the context of CBNRM training programme. Contextual factors will contribute either positively (strengths) or negatively (opportunities) towards achievement of the CBNRM training programme goals.

Strengths refer to existing conditions that are supportive to the CBNRM training programmes. Conditions that are traditionally regarded as weaknesses, hereunder, are considered as opportunities. Weaknesses are actually opportunities that offer stakeholders possibilities to build and strengthen their capacities in order to manage and achieve programme goals in a sustainable manner.

1.0   **Strengths**

Strengths existing in the CBNRM training program context include the following: existence of community structures and institutions, reality of natural resources depletion, NGO commitment, decentralization policy, political openness, private sector participation, donor support and gender participation.

1.1 Existence of community structures and institutions

Each community is endowed with much potential, such as, leadership structures, youth and elders. A number of CBOs are also working in the CBRNM sector, see Appendix II. All these represent a repository of local experience, knowledge, and skills in natural resources management.

1.2 Depletion of natural resources

Evidence of depletion of natural resources is everywhere for every citizen to see. Most communities are living with this reality. Awareness of the plight of natural resources is obvious. This implies that CBNRM training initiatives have a supportive context.

1.3 NGO commitment

Several NGOs coordinated by CURE are already working in the CBNRM sector. Most NGOs are facilitating community initiatives in CBNRM activities. Many NGOs, such as CURE, WSM, EDETA, and Actionaid have developed training materials for training communities in CBRNM technologies and business management. Table 1, lists existing training modules for respective partners.

1.4 Existence of decentralization policy

The existence of decentralization policy provides a mechanism of further devolution of authority and responsibility to the village level through the promotion and support of participatory rural development approach to planning. The policy has the potential to create a climate of community empowerment and ownership. In short, the policy is supportive of the CBNRM training initiatives.

1.5 An open political climate

An open political climate enables people to make political choices, express their opinions freely and discuss responsibilities and power relationships. Through this process, people begin to discover their roles and power to influence decisions and actions in their favor. In this case CBNRM training has high potential of being responsive to the felt needs of the respective stakeholders.

1.6 Private sector participation

Participation of the private sector is quite qualitative. Some of the "Best CBNRM Practices" are in the private sector. The TNA team visited some of the most outstanding CBNRM sites, such as, the Tikondwe Freedom Gardens in Dowa district, Jeremiah Phiri of the Phiri Lino-Frame in Mzuzu ADD, the Jumbe family in Mthilamanja, Mangochi RDP. In addition, big organizations such as ESCOM, TAMA and NASFAM are engaged in CBNRM activities, see Table 1. The private sector brings with it business skills and experiences required in the CBNRM income generating activities sector.

1.7 Donor Support

CBNRM related programs, such as, TSP, MAFE, PROSCARP, EMP and others, are evidence of donor commitment to CBNRM initiatives. In addition, donor participation in donor sponsored CBNRM workshops and meetings has so far been very positive. The CBNRM training context has lots of experiences and lessons for the COMPASS project training sector.

1.8 Equal Gender participation

Most of the traditional community development programs are male dominated. However, a general assessment of CBNRM programs shows either gender balance or improved female participation, especially in the IGA sector. In other words, CBNRM training activities have benefited both women and men. In this case, equal gender participation in COMPASS CBNRM training activities is potentially very high.

2.0   **Opportunities**

Many opportunities exist that the CBNRM training sector should consider to achieving its
targeted impact. Opportunities include: Outsiders' attitude towards communities, and community attitudes towards outsiders

2.1 Outsiders' attitudes towards communities: Know it all, expert mentality

Attitudes towards rural communities are not positive enough to facilitate effective and sustainable CBNRM training activities. Most rural communities are not trusted nor considered as responsible enough. Most capacity building activities focus on government extension workers or NGO community development workers. Most outsiders consider themselves as experts. Communities are not regarded as experts and are expected to always listen and follow what the experts have directed. Community training needs assessment involve community members as objects. Their role is to answer questions. Training modules and subsequent training objectives and evaluation indicators are designed without, and outside the community.

In most cases, where donor funding has stopped, both development workers and NGO staff have equally

stopped facilitating CBNRM activities. This is true for the Jumbe family in Mthilamanja EPA, Mangochi RDP. Development workers stopped visits soon after the project funding stopped. In Thiwi-Lifidzi RDP, Mayani EPA, Mr. Jampa does not receive extension services because his garden is not in the area that is under any donor-funded project. Both NGO and government development workers are not accountable to the communities. In this case, their commitment stops soon after the workshop. Follow-up visits are rare, if any. For example, only about 10.34% of the visited partners had ever conducted training impact monitoring and evaluation or follow-ups.

2.2   Community Attitudes towards Outsiders: Recipient Mentality

Different communities show different attitudes towards outsiders. In general, most communities show a recipient mentality. What is clear is that most community attitudes are a product of a long period of conditioning by government development workers, NGOs, and donors. Communities manifest attitudes that can be described as dependent, fatalistic and domesticated. In short, a majority of communities show a mixture of psychosocial attitudes that can be described as:

(1) lack of confidence in their abilities, knowledge, institutions
(2) high feelings of inferiority
(3) feelings of worthlessness
(4) high dependence on outsiders
(5) lack of analytical skills
(6) lack of awareness of their roles, responsibility and accountability
(7) passively adopt values, attitudes, and visions, which have been imposed by outsiders.
(8) lack of assertiveness
(9) high fatalistic attitudes
(10) lack of a critical attitude, easily cheated and easily led

2.3   Culture of poverty

In Malawi rural poverty is estimated at 60% and urban poverty is growing, affecting an estimated 65% of city dwellers. This means that half of the population live below poverty line (US$40 per annum). In short, most communities are far from meeting their nutritional requirements and essential non-food needs. They are still struggling to survive. Much of their time and energy are spent and reserved for survival activities. Unless CBNRM activities are immediately responding to individual felt needs, and are strengthening people's survival mechanism, most CBNRM initiatives may receive low community participation.

B.   *STRUCTURE AND OPERATIONS OF PARTNER ORGANIZATIONS*

Structures, operations and management systems are mechanisms that are intended to coordinate activities, services and facilitate processes within the organization, and externally to constituencies.

1.0   **Strengths**

1.1   Existence of structures and operations

About 90% of the visited partner organizations have elaborate and relevant structures and operations in place. The 10% represent 3 private individual projects. A number of services and activities are being coordinated through the structures and operational systems. Out of all CBNRM services provided by partners, the highest demand is for IGA related CBNRM services. This represents about over 70% of the

total training needs demanded by communities, see Table 1.

1.2   Clarity of purpose among CBNRM partners

Most partners recognize that the main purpose of the structures, operations and management systems is to serve their respective constituencies. It is also accepted that the final goal of community management is that natural resources are managed in a sustainable manner.

2.0   **<u>Opportunities</u>**

Understanding of mission of structures and operations, expertise within the structures and level of constituency ownership and participation in the structures and operation, have direct impact on performance of the structures. The team reviewed mission of structures, expertise within the structures and constituency relationships.

2.1 Nature of partners' structures and operations

Organizational structures, operations and management systems are issues covered in organizational development (OD). Only CABUNGO has capacity to facilitate organizational development issues. About 10% (3) of the partner organizations have just been oriented to OD. In addition, the nature and outlook of most of partners' structures and operations are not patterned after grassroots structures and operational modes. Nor do they survive on inspiration or support from grassroots structures. In fact, structures and operations are more patterned after, and suited to funding institutions. While most partners were able to show reports on the training activities, none showed reports on training impact.

2.2   Expertise within the structures

Effectiveness and efficiency of structures and operations require that personnel within the structures must be knowledgeable of the nature, type, quality and volume of information that will sustain CBNRM activities within and at the constituency level.

Few development workers have formal training in natural resources management. For example, there is only one known development worker who has practical knowledge and skills in biogas technology, the whole country. Agroforestry technologies, organic farming technologies, permaculture and participatory technologies are new to most development workers. Foreign consultants have so far been responsible for skill development in specific CBNRM technologies. Furthermore, there are more highly experienced community based experts in organic farming than there are development workers. Yet such grassroots expertise is not formally recognized.

In addition, the quality of development workers is still too low to effectively facilitate CBNRM activities. Although, some development workers have undergone relevant training workshops, their morale is low. Their attitude towards the community is still of teacher-pupil relationship. Moreover, understanding and commitment to the plight of the poor is weak.

2.3   Constituency Ownership of and Participation in Structures and Program Design.

Full and active participation of constituency members in the structures and operations is limited. One observation is that literacy is one unwritten condition for active constituency participation in most partner organizational structures. Yet the majority of constituency members are experts in oral culture. In

fact, ecologically sound knowledge and management principles are not conditioned on literacy.

The conclusion is that community participation and ownership of training programs is very weak. Based on a review of some training modules from nine partner organizations, 89% of the partner's training modules are blue prints. For most partners CBNRM education (training) means giving information or messages to the communities. Experts develop messages at the project management headquarters. Such messages are given to development workers at workshops, who then finally extend to the communities. In addition, training needs assessment do not precede development of modules. It should be noted that almost all partners in the TNA exercise indicated that training needs assessment did not precede development of current modules. Without conducting training needs, performance gaps are not established. In this way, training objectives may not be effective and training activities less efficient.

Most development workers seem to feel that communities are managing natural resources on behalf of the Government. However, CBNRM is not just a strategy but an end in itself. The main issues in CBNRM are community ownership, responsibility, benefiting and protecting natural resources in a sustainable manner for their own posterity.

C. CBNRM TRAINING

There are a few in-house training skills. On the other hand, there are two categories of training needs. First, process training needs, which refer to knowledge, attitudes and skills for the training process; second, technical training needs, which refer to IGA and conservation gaps.

1.0 **Strengths**

1.1 Current capacity: In-house skills
All partners have some CBNRM in-house training skills though in varying degrees. However, CURE WSM, EDETA and LOMADEF have more personnel in CBNRM related training. Almost all partners showed willingness to facilitate skill transfer to other CBNRM partners.

Table 1: **Partners' current CBNRM Modules**

NAME OF PARTNER	CURRENT TRAINING MODULES
1. EDETA	-Small & Medium Enterprise Business Management -Agribusiness, i.e., processing of agriculture products -Mushroom growing -Bee keeping -Bakery -PRA training
2. ESCOM	(Donor to Dept. of Forestry, conducted an environmental awareness workshop to ESCOM top management)
3. CABUNGO	-Organisational Development
4. CURE	-Participatory development methods (PRA, community mobilization) -Project management -Proposal writing) -Gender -Advocacy and research
5. WILDLIFE SOCIETY of MALAWI	-Environmental education -Forestry management (bamboo-furniture making, Malambe juice

WSM - continued	processing, bee keeping, briquette-making, timber products processing, fruit budding) -Wildlife management, i.e., guinea-fowl diseases, drug vaccination education
6. TOURISM	-Tourism awareness building and promotion
7. SHOGA	-Organic farming and marketing
8. BLANTYRE CITY FUELWOOD PROJECT	-Silviculture -Leadership skills -Social forestry management -Law and policy -Financial Accounting and marketing -Gender
9. SVADD	-None (on job related training to M & E assistants)
10. MALAMBE NATURAL RESOURCE MANAGEMENT CENTRE	(practical experience: bee keeping, guinea-fowl rearing)
11. ACTIONAID	-Agroforestry technologies -Improved Seed multiplication technologies -Horticulture -Integrated fish farming -Land resource management
12. MAGOMERO COMMUNITY DEVELOPMENT CENTRE	-Bee keeping -Macramé -Batik -Integrated farming -Cooking oil extraction -Biogas technology -Weaving -Bamboo furniture -Tile making -Poultry production and management -Animal feed production -Soap making -Piggery
13. MACHINGA ADD (PROSCARP)	-Land resource management, -Compost manure making,-Permaculture,-PRA -Project evaluation, -Community based monitoring, -Nursery management -Agroforestry technologies
14. THE JUMBES	Model site -(Practical experience and model site for agroforestry, horticulture, agriculture), -Self reliance and self management -*Ulimi wodzala mophatikiza ndi mitengo* -*Kuteteza nthaka ndi akalozera* -*Kudzala mitengo ya zipatso* -*Kulima mbeu za ku dimba*
15. MANGOCHI RDP	-Model site -Agroforestry: Mthilamanja EPA -Soil conservation: Makapa Village

	-Soil conservation and agroforestry: Mayiwa EPA -Agroforestry: Nasenga -Compost manure making and application -Pegging and construction of marker ridges, using A-frame, line level and lino frame
16. LOMADEF	<u>Model site</u> -Organic manure (khola, green, liquid, compost and agroforestry
17. SADP	-Seed multiplication -Soil conservation -Agroforestry
18. MR. JAMPA	-(Practical experience and site for gravity fed irrigation, and self reliance)
19. ARET/TAMA	-Forestry management -Agroforestry -Land resource management and land use planning -Soil and water conservation (line level and A-frame) -Gully reclamation -Livestock production -Geographical Information Systems
20. MAFE	-Preparation of work plans -Seed collection and handling -Nursery management -Agroforestry and soil conservation practices -Community-based monitoring and evaluation
21. DEVELOPMENT CENTER	-Organisational development -Financial management -Grants management
22. EMP MICRO PROJECTS	(Funding and technical support services to implementers)
23. FREEDOM GARDENS	<u>Model site</u> -Gravity fed irrigation, permaculture design, earth-dam construction, horticulture, fish farming, agroforestry
24. UNDP	(service provider)
25. CHIMALIRO INDIGENOUS FOREST	-(Model site for indigenous Forestry Management: blocks 1, 2 and 3) -Nursery management -Bee keeping
26. MR JEREMIAH PHIRI	-Phiri Lino Frame
27. MAVOTI	(Model site for self organization, organic leadership and donor fund management) -Loan management -Culture: Ingoma dance -Mavoti development choir -Running an organization
28. TSP	(Service provider)
29. PROSCAP	(Lessons learnt from initial project phase)
30. NASFAM	-Business development and management -Marketing -Leadership -Land resource management -Monitoring and evaluation

Source: COMPASS PTNARMTA exercise. August - September, 1999

2.0 **Opportunities**

2.1 Inadequate IGA Training services

Based on Table 1, 80% of the partners' organizations possess skills in natural resources conservation. Only 20% possess IGA related skills, such as, EDETA, WSM, SHOGA, LOMADEF, Actionaid, Magomero CDC, and Freedom Gardens. The total figure of personnel in possession of IGA training skills is about 14 persons, two per partner. However, most communities are demanding for IGA related CBNRM activities. Supply and demand for IGA training services are therefore miles apart. This makes the services less accessible to most prospective communities.

2.2 Process Training Needs

2.2.1 Knowledge and practice of training concepts and process

(1) Understanding of CBNRM process

Most partners define CBNRM in terms of geographical location of management functions. Consequently, most CBNRM capacity building efforts seek to create structures, which can respond effectively to the demands of a natural resources project management functions. For example, in a number of CBNRM activities, VNRCs are formed and trained in leadership skills and functions. Development workers prescribe job descriptions to the committees.

Co-management is a concept that is commonly used by the Departments of Forestry and Fisheries. Most partners are not clear about its meaning. However, co-management is not synonymous with CBRNM. If co-management is an end in itself, then it is a potential hindrance to community empowerment. The concept of co-management begs a number of questions such as why co-management? Is it co-ownership? Co-decision making? Co-evaluation? Co-accountability? Co-responsibility? Co-benefiting? Is it a partnership? Or is it a transitional strategy towards autonomous community natural resources management?

The main issue in a CBNRM approach is structural: powerlessness. This means that communities, at some historical time, lost ownership, control, influence and/or responsibility over the means (natural resources) that are critical to their own development. In this case a CBNRM approach becomes an empowerment process to regain lost power, ownership and control. Community-Based-Management: It is a participatory educational/learning and action process, in which the communities are the subjects of the process. The process is based on the knowledge, skills, decisions, institutions, organic leadership, technology, culture, felt needs, aspirations, and other capacities of the beneficiary community. In addition, the community does the functions of management, such as, planning, implementation, maintenance, monitoring, evaluation, benefiting and re-planning.

(2) Training Approach: Teacher-centered

The most dominant training approach is teacher-centered. It is based on pedagogical principles. These are educational principles based on children psychology. In practice, adults are taught like children. The development worker knows it all, and the community knows nothing. Messages are already accepted as

true, so a community is expected to accept. The main impact of the teacher-centered approach is that it turns most adults into children. Communities become perpetually dependent on extension workers. Intellectual self-reliance, creativity and self-management are retarded. Instead of education fulfilling its humanizing process, which all humans are capable of, the approach dehumanizes. Communities have to wait for outsiders to tell them how to survive in their habitats.

(3)   CBNRM Training concept and Methodology

For most partners CBNRM training means giving information or messages to the communities. Experts develop messages at the project management headquarters. Such messages are given to extension workers at a workshop, who then finally extend to the communities. This concept and method of training means that training modules become blueprints. In addition, training needs assessment do not precede development of modules. It should be noted that almost all partners in the TNA exercise indicated that training needs assessment did not precede development of current modules. Without conducting training needs, performance gaps can not be established. In this way training objectives may not be effective and training activities less efficient.

2.3   Technical Training Needs

Technical training needs refer to gaps or needs that belong to the IGA and conservation sectors.

Table 2 represents partners' respective training needs profile as listed by them.

Table 2:   Partners' CBNRM Training Needs

NAME OF PARTNER	CBRNM TRAINING NEEDS
1. EDETA	-Organic manure farming -ToT management -Alternative environmentally friendly businesses -Trainers in environmental education -Project management -TFT and community empowerment
2. ESCOM	-Poor attitude to environmental issues -Little environmental awareness -Top-down approach to environmental management -VNRCs training is top-down and theoretical -Lack of skills in tree management -Inadequate skills for assessing project proposals -Weak community project ownership
3. CABUNGO	-Inadequate research and knowledge of traditional institutional models and organic organizational models
4. CURE	-Weak skills for designing and facilitating TFT -Low facilitation and animation skills
5. WILDLIFE SOCIETY of MALAWI	-Weak skills in financial management, strategic planning, monitoring & evaluation, project planning, gender training, PRA and TFT -Inadequate skills for ToT management, bamboo furniture making, Malambe and Bwemba juice processing -Inadequate environmental education tours
6. TOURISM	-Project management

	-PRA techniques -Business management skills -Low skills for Tourism marketing -Low staff morale
7. SHOGA	-Organic farming and management -Product quality management -Technology development and management -International marketing -Monitoring and evaluation skills -Project management
8. BLANTYRE CITY FUELWOOD PROJECT	-Community participation, TOT management, TFT, empowerment, marketing, bee keeping, craft making, bamboo-furniture making, M&E, management of forestry resources -Financial management -Poor attitudes towards community
9. SVADD	-Low staff morale and poor attitude towards work -Lack skills in participatory M&E in land resources conservation -Soil conservation
10. MALAMBE NATURAL RESOURCE MANAGEMENT CENTRE	-Lack skills in guinea fowl management, and the following: -Malambe fruit production, -Fruit nursery management, -Jam making, -Forestry management, and -Grafting Fruit Trees.
11. ACTIONAID	-LePSA approach, -Participatory impact assessment for CBNRM projects, -Project process management. -Rain water harvesting
12. MAGOMERO COMMUNITY DEVELOPMENT CENTRE	-Design and manufacturing of biogas appliances, i.e., biogas lamps, stoves -Use of biogas bags -Lack reference materials on biogas technology -Lack skills in water harvesting, organic farming, resource management appraisal -lack creativity of communicating their skills and training opportunities to prospective beneficiaries in remote parts of the country.
13. MACHINGA ADD (PROSCARP)	-Low morale, and poor attitudes among Field Assistants -Lack facilitation skills -Lack knowledge of participatory project cycle -Field Assistants lack skills in agroforestry nursery management, planting vetiver grass, and use of A-Frame, Lino-frame.
14. THE JUMBES	-Lack skills in seed multiplication, -Dam making, termite control
15. MANGOCHI RDP	-Compost manure making, nursery establishment, field management of agroforestry technologies, and application of biomass. -Low knowledge and skills for participatory development methods. -ToT management -Low staff morale
16. LOMADEF	-Soil and water conservation

	-Organic manure making -Nursery management -Bee keeping -Agroforestry technologies, -Inter-cropping research -Lack financial management skills -Low knowledge on gender issues -Lack awareness and skills for compost manure, horticulture, dairy farming -Lack knowledge of TFT, and skills for TOT
17. SADP	-Low agroforestry knowledge and skills -Weak land resources conservation skills -Lack of inter cropping skills -Lack of skills in the following: record keeping, loan management, -Forward business planning, Principal Interest Calculation -Lack skills in TOT management and -TFT.
18. MR. JAMPA	-Lack skills in land resources utilization -Lack of knowledge of agroforestry technologies, permaculture, horticulture, marketing, compost manure making. -Low creativity
19. ARET/TAMA	-Inadequate skills for motivating farmers to adopt good land use management practices, -Lack skills in agroforestry technologies
20. MAFE	(Technical Support Service Provider)
21. DEVELOPMENT CENTRE	-Inadequate skills in systematic needs assessment of beneficiaries
22. EMP MICRO PROJECTS	(Technical Support Service Provider)
23. FREEDOM GARDENS	-Low skills in marketing -Lack business management skills
24. Mr. J. PHIRI	-Agroforestry technologies
25. UNDP	(-Service provider)
26. CHIMALIRO INDIGENOUS FOREST	-Lack knowledge of TFT -Weak skills for PRA -Lack of knowledge and skills for horticulture
27. MAVOTI	-Gravity fed irrigation -Compost manure making -Poultry management -Nursery management -Bee keeping -Research -Lack financial management skills -Low knowledge on gender issues -Lack awareness and skills for compost manure, agroforestry technologies, horticulture, dairy farming -Lack knowledge of TFT, and skills for TOT
28. TSP	-(Service provider)

29. PROSCARP	-Lack of skills for participatory project management
30. NASFAM	-Lack of knowledge and skills for TFT -Weak skills in PRA

Source: COMPASS PTNARMTA Exercise, August - September 1999

2.4   Category of Partner Organizations by needs

The following Table 3, has classified and ranked partners' organizational based on their training needs.

Table 3:   Rank of CBNRM Training Needs by Organization

TRAINING NEED	PARTNER ORGANIZATION	No
1. Training for Transformation	EDETA, ESCOM, CURE, WSM, BCFP, Actionaid, Magomero CDC, Machinga ADD, Mangochi RDP, SADP, Chimaliro Indigenous Forest, Mavoti, NASFAM	12
2. Community Participation	ESCOM, Tourism, BCFP, Machinga ADD, Mangochi RDP, ARET, Development Centre, Chimaliro Indigenous Forest.	8
2. Agroforestry Technologies	Machinga ADD, Mangochi RDP, LOMADEF, SADP, Mr. Jampa, ARET, MAVOTI, Mr. Jeremiah Phiri	8
3. Community Empowerment	EDETA, ESCOM, CURE, WSM, BCFP, SADP	6
3. TOT Management	CURE, WSM, BCFP, Mangochi RDP, LOMADEF, MAVOTI	6
3. Community-Based Project M&E	EDETA, ESCOM, WSM, BCFP, SVADD, MNRMC, Actionaid,	6
4. PRA	EDETA, WSM, Actionaid, Chimaliro Indigenous Forest,NASFAM	5
4. Poor Attitudes/Low morale	ESCOM, BCFP, SVADD, Machinga ADD, Mangochi RDP	5
4. Project Management	EDETA, ESCOM, WSM, SHOGA, Actionaid	
4. Organic Manure Making	EDETA, SHOGA, Magomero CDC, Mr. Jampa, MAVOTI	5
5. Horticulture	MNRMC, Mr. Jampa, Chimaliro Indigenous Forest, MAVOTI	4
6. Financial Management	BCFP, SADP, MAVOTI	3
6. Rain Water Harvesting	Actionaid, Magomero CDC, Mr. Jumbe	3
6. Land Husbandry Technologies	Machinga ADD, SADP, Mr Jampa	3
7. Animation and Facilitation	CURE and Machinga ADD	2
7. Gender Analysis for CBNRM	WSM, MAVOTI	2
7. Organisational Development	WSM, CABUNGO(research into local OD models)	2
7. Bee Keeping	BCFP, MAVOTI	2
7. Poultry Management (Guinea fowl)	MNRMC, MAVOTI	2
7. Business Management	LOMADEF, Freedom Gardens	2
7. Marketing	SHOGA, Freedom Gardens, Mr Jumbe	2
7. Seed Multiplication	MNRMC, Mr. Jumbe	2
7. Forestry Management	MNRMC, MAVOTI	2
7. Environmental Education	EDETA, ESCOM	2
8. Self reliance/Dependence	BCFP,	1
8. Craft making	BCFP,	1

8. Bamboo Product Manufacturing	BCFP,	1
8. Malambe Fruit Production	MNRMC	1
8. Permaculture	Mr. Jampa	1
8. Jam Making	MNRMC	1
8. Gravity Fed Irrigation	MAVOTI	1
8. Tourism Education and Mgt.	Tourism	1

Source: COMPAS PTNARMTA Exercise. August - September, 1999

2.5   Training Needs Not Listed
None of the partners has identified with any of the following training needs:

Process Training Needs
(1)   Adult learning methods
(2)   Group dynamics
(3)   Assertiveness in CBNRM
(4)   Conflict resolution and management
(5)   Stakeholder analysis in CBNRM
(6)   Community-based decision making and action planning

Technical Training Needs
(1)   Sisal bag making
(2)   Seed oil extraction
(3)   Animal feed production
(4)   Bakery
(5)   Mushroom production
(6)   Batik
(7)   Macramé
(8)   Soap making
(9)   Weaving
(10)   Tile making
(11)   Geographical Information System
(12)   Livestock production

Exclusion of these modules does not imply that they are not useful. A few partners were not familiar with the content of some of the modules. Others appeared not to be aware that they are not aware of their real training needs. This is the most challenging scenario. However, with much active participation and critical probing most partners should be assisted to identify their real training needs.

3.0   Areas of training: Process and Technical Modules

3.1   Process Training Modules

CBNRM trainers should develop appropriate attitudes, knowledge of training process as well as acquire skills relevant to the CBNRM process. Communities also have to strengthen their capacity in order to manage the process in their favour. The following process modules are proposed to respond to the process training needs for both trainers and community beneficiaries, as appropriate.

Table 4 is not about blue prints. Each situation requires a specific TNA exercise. Each module has three sides to it: knowledge, attitudes and skills. These three sides have to be assessed in order to establish which of the sides require training.

Table 4:   CBNRM Process Training Modules

1.   Organisational development
2.   Community empowerment
3.   Training for Transformation
4.   Community participation
5.   Self reliance/dependence
6.   Adult Learning methods
7.   Animation and facilitation
8.   PRA
9.   Participatory Leadership for CBNRM
10. Group dynamics
11. Assertiveness in CBNRM
12. Conflict management
13. Stakeholder Analysis in CBNRM
14. Community-based decision making and Action planning
15. Community based project monitoring and evaluation
16. Project management
17. Gender Analysis Tools for CBNRM

Source: COMPAS PTNARMTA Exercise. August - September, 1999

3.1.1   CBNRM Training Concept and Strategy: Empowerment

CBNRM is essentially an empowerment process. In this case, CBNRM is both a strategy and an end in itself. Empowerment should be understood as both a capacity and a learning process.

(1) Empowerment as a capacity

This means that communities have an autonomous capacity to think creatively, critically, as well as productively. In addition, they posses a capacity to make informed decisions, to organise and to act on the decisions, and to choose their course of actions, based on their thinking; not external influence. The concept of empowerment has four capacities, namely: economic, knowledge, organisational and managerial. CBNRM training, as an empowerment process, must be designed to empower the communities by strengthening and building the four capacities.

Economic capacity: CBNRM training should be designed to enable the communities to develop their productive capacities to meet basic needs, create reserves and survival mechanisms to cope in crises, and to make profit as applicable.

<u>Knowledge capacity</u>: CBNRM training should seek to build up local natural resource management knowledge and technology which enable communities to effectively plan, govern and manage their natural resources and environment in an ecologically sustainable manner.

<u>Organisational capacity</u>: CBNRM training should help communities assess and develop both institutional and organizational relationships. Training should help communities to organize and re-organize themselves to undertake and manage collective action to transform their natural resources sector in order to achieve both individual and group goals.

<u>Managerial capacity</u>: CBNRM training should promote, not co-management, but self-government and self-management of natural resources, including natural resources formerly government controlled. This means to enable communities to make informed decisions and contribute to policy formulation. In addition, training should build community capacity to actively participate in monitoring policy implementation, performance and appraisal of its ecological impact.

3.1.2   Empowerment as a learning process

In this process learners are presented with their own experiential problems, through use of problem posing materials, e.g., codes. Each learner becomes actively involved in a common search to identify and describe their opportunities, understand and explain its root causes, find solutions and action plans to alleviate the identified opportunities. This process recognises that every participant has a contribution to make, and that no single individual knows everything. It is a process of reflection and action to transform their natural resources and environment. Unlike school children, adult learners learn things that have immediate benefit to their lives. Hence every adult learning session should be designed to answer learners immediate needs, and must always lead into action planning and implementation.

3.1.3   Training Strategy

Adults have a lot of experience, and learn much through experience. All new learning is based on what they know already. Adults learn better from peers, i.e., their equals, and people of a similar age and from a similar background. They also learn better by doing and discovering for themselves. The following methods are encouraged:

(1)   Beneficiary-to-Beneficiary/Farmer-to-Farmer (hands-on training and on-job coaching). This is useful for skill training.
(2)   Visit to "Best Practices" (useful for skills training and source of inspiration and motivation)
(3)   Practitioners as Resource persons (useful for technical information and experience sharing)
(4)   Facilitation by committed development workers (useful for group reflection, experience sharing and promoting analytical thinking)
(5)   Training in community settings to achieve a wider audience and capture community-based trainers and resource persons.

COMPASS Project training strategy should consider Beneficiary-to-Beneficiary or Farmer-to-Farmer. The main benefit of this strategy is technical skill development, source of farmers' inspiration and confidence building. Development of process skills can be complemented through training workshops. Development workers who have specific behavioral skills should be selected to facilitate CBNRM initiatives. A CBNRM trainer should posses the following behavioral skills:

- A systematic method of social analysis and study
- Ability for continuous learning
- Horizontal communication
- Facilitation
- Animation
- Ability to adjust to the life and work of rural people
- Ability to cope with tension and resolve conflicts
- Ability to make oneself redundant to the participatory process (not co-management)

Professional qualifications of project staff alone are not adequate criteria for facilitating participatory projects. CBNRM projects require transformed development workers.

3.1.4   Community Based Development Workers: "Putting People First"

The subjects of community development are community members themselves, the people. Key players in community development are again the people themselves. However, they have always been put on the "bench". Government, NGOs and donors think for them, plan for them, design projects for them, evaluate impact for them. Who is developing? Communities are denied the opportunity to think for themselves, plan, design and evaluate their own social economic development.

Government and NGO field personnel have been receiving training in rural social economic development since colonial times. The most dominant training strategy has been extension: extending messages (expert information) from one source where knowledge is manufactured and transported to the consumer, the communities. The consequences of this strategy on the communities as well as on the development workers are well known and document.

In spite of its numerous proponents, the extension strategy is characteristic of dependency. In addition, it has turned communities into consumers of outsiders' knowledge, and not creators of knowledge. It is evident that Government and NGO personnel:

- Are strangers in the communities.
- Are not accountable to the community, nor answerable to them, can be transferred any time.
- Do not possess psychological ownership of any natural resources in the communities.
- Relate to the communities as Teacher –to- Pupil.
- Most have social economic distance with the community (though living in rural areas).

Government, NGOs and donors are encouraged to strengthen the "Putting People First" approach. Development planning and management must be community based. This means building capacity of the people to be able to continue planning and managing community processes. Development programs should seek to develop community based development workers. These are young women and men, school levers or not, but children of the village, a child born in the village, with cultural identity. Communities know the behavior of their own young people. Hence they are in better position to judge candidates possessing qualities potential for capacity building.

3.1.5   CBNRM Training of Trainers

CBNRM training could be effective if a TOT training needs assessment were conducted. A TOT training process could seek to build the following TOT skills, as need may be:
(1) job analysis of respective community project implementers
(2) analysis of beneficiary characteristics: experience, attitudes, knowledge levels, skills

(3) training needs assessment
(4) designing training objectives
(5) selecting and organizing appropriate content
(6) selecting training techniques, methods, tools, aids
(7) preparing sessions/forums
(8) planning evaluation of training
(9) facilitating training (most extension workers are involved at this stage)
(10) evaluating training
(11) reviewing and revising training

In most TOT courses, development workers are involved at step nine: training delivery. The whole training of trainers management cycle activities are done, in most cases, by subject matter specialists somewhere. This approach misses out an opportunity to enable development workers learn to manage the training process, and become effective trainer of trainers. Most development workers lack experience of a genuine trainer of trainers.

In the CBNRM context, training seeks to build awareness. This means that training should enable communities to become critically aware of their strengths and opportunities in the natural resources sector. The CBNRM training methodology should be designed to unlock the creative initiatives of the communities. In practice, this means that the training process should engage communities in:

• a systematic process of investigation
• reflection and
• analysis of their reality (village natural resources).

This experience enables communities to deepen their understanding of the reality of their natural resources. By this process communities begin to perceive self-possibilities for changing their reality.

3.2   Technical Modules

Both trainers and communities require technical information and skills in order to accomplish their respective CBNRM tasks. The following modules, see Table 5, are proposed to meet technical training needs requirements. The content of most of the proposed training modules covers enormously broad areas, i.e., business management, financial management, marketing, and poultry management. Detailed content of training modules must be based on a detailed training needs analysis of the potential trainees. Table 5 offers a guide to areas that CBNRM training should cover.

Table 5:   CBNRM Technical Training Modules

1. Bee Keeping	18. Biogas production
2. Craft making	19. Rain water harvesting
3. Bamboo Products manufacturing	20. Land husbandry technologies
4. Sisal bag making	21. Forestry management
5. Seed oil extraction	22. Gravity fed irrigation
6. Animal feed production	23. Integrated Fish farming
7. Poultry management (guinea fowl)	24. Tourism education and management
8. Business management	25. Environmental education
9. Financial management	26. Bakery
10. Marketing	27. Mushroom production

11. Organic manure making (compost, green)	28. Batik
12. Indigenous (Malambe, Bwemba etc.) fruit production	29. Macramé
	30. Piggery
13. Horticulture	31. Soap making
14. Permaculture	32. Weaving
15. Jam making	33. Tile making
16. Seed multiplication	34. Improved Livestock production
17. Agroforestry technologies	38. Geographical Information System

Source: COMPASS PTNARMTA Exercise. August - September, 1999

D.   CBNRM EXPECTED IMPACT

The team assessed partner capacity to determine and measure the impact of the services, and ability to adjust training programs according to the information received about impact.

Most partners have some capacity to determine and measure CBNRM impact. However, none of the partner organizations or private sector individuals possesses a clear concept of CBNRM impact. In addition, almost none of them have undertaken any impact assessment in any of the CBNRM training projects. To determine and measure impact, several steps have to be systematically followed: knowledge of baseline information, which should lead into a problem statement that culminates into a project goal; then definition of objectives, which translates into activities, which have effects. Effects will lead into impact, which is the goal of the project. Impact is directly related to the baseline situation. Since none of the partners have comprehensively done any baseline analysis before designing modules, obviously impact can neither be determined nor measured.

It should be much easier for CBOs and private sector individuals to determine CBNRM impact of their project activities. However, tools and objectively verifiable indicators for monitoring and measuring CBNRM impact are underdeveloped. Although NGO and Government partners have structures and systems in place, more needs to be done. Information from constituencies is not regularly and systematically fed back into the partner organizations to adjust training programs accordingly. Nearly all the participants of the TNA exercise rarely conduct impact monitoring and assessment of the training services given to their constituencies.

E.   CBNRM LOCAL EXAMPLES

The team identified three local examples as learning sites. The main criteria used in selection are:

1.   Original project idea came from local people, or individual's creativity and aspiration
2.   Ownership and control are local
3.   Local self management
4.   Based more on local knowledge and skills than NGO or Government development workers
5.   Local leadership
6.   Local technology
7.   Use of local resources
8.   Equitable distribution of benefits

Example 1: Tikondwe Freedom Gardens: Mr. Chinkhuntha

Mr. and Mrs. Chinkhuntha own the Freedom Gardens. The site is in Dowa district few kilometers from the Dowa turn-off on the Lilongwe-Kasungu main road.

The site meets all the above criteria and it is an excellent example for the following facilities:

1. Gravity-fed irrigation
2. Permaculture designs (nature-based agriculture, i.e. organic farming, natural control of diseases)
3. Earth construction, i.e. ponds, ridge ways, terracing
4. Horticulture (vegetables, fruit, spices and herbs)
5. Fish farming
6. Agroforestry
7. Soil and water conservation
8. Water harvesting

Source: COMPASS PTNARMTA Exercise. August - September, 1999

Example 2:   Lipangwe Organic Manure Demonstration Farm

LOMADEF is a community-based organization based at Ntonda in Ntcheu district. LOMADEF is growing into some sizable registered non-governmental organization, with much donor interest. However the family behind this project is Mr. and Mrs. Kanjanga.

LOMADEF has 25 clubs distributed as follows: Ntcheu 11, Balaka 5 and Machinga 9. There are 241 female members and 211 male members in all the clubs. Each club has a chairperson and other assisting office bearers.

Mr. Kanjanga's capacity

Early 1990, Christian Service Committee initiated a church program of training farmers. Mr. Kanjanga benefited from the facility:

1990:   He attended a 2 weeks agriculture course at Thuchila Farm Institute, and
1991:   attended a 2 week agriculture course at Dowa rural Training Center, and
1992:   attended a 2 weeks agriculture course at MEDI in Dowa district, and
1993:   international educational visits to Mali, Zimbabwe, Kenya, Ethiopia, Senegal,
          India, Denmark, Australia, Germany and South Africa.
1998:   Oxfam funded capacity building for LOMADEF in strategic planning, leadership and financial
 management
1998:   Concern Universal funded a Social Economic Survey
1999:   Oxfam has unnecessarily provided a resident volunteer to be housed at LOMADEF farm (a
   negative aspect of the model)

Although few other church members benefited from the CSC facility, it was Mr. Kanjanga who pursued and perfected his inspiration.

LOMADEF has specific capacity and facilities in organic manure making in as follows:
1. Khola manure
2. Green manure
3. Liquid manure

4. Compost manure
5. Agroforestry species combinations

LOMADEF grows the following crops: soya, pigeon peas, chickpeas, groundnuts, hybrid maize, sorghum, sesame, ground beans, cassava, and sweet potatoes.

Source: COMPASS PTNARMTA Exercise. August - September, 1999

Example 3:   Mr. and Mrs. Jumbe

Mr. and Mrs. Jumbe family is located in Mthilamanja Extension Planning Area, in Mangochi RDP, at Majiga Full Primary School, P.O. Box 20, Ntobwa.

The main problem that the family faced was soil erosion. Through construction of marker ridges and adoption of various agroforestry technologies, soil erosion is now history.

Initially the Jumbes received extension services from the Mthilamanja EPA. However when the project funding for the EPA stopped, the extension services equally stopped.

The Jumbes are an example of adoption of agroforestry technologies, such as, use of Gliricidia, Cassia, Tephrosia, and velvet beans. In addition, they are good at land resource conservation measures using marker ridges, vetiver and sisal.

The Jumbes are also a site for the following inter cropping: pigeon peas, maize, cassava; fruits such as: bananas, mangoes, sugar canes, tangerines, guavas, custard apple, pepper, sweet potatoes, mulberries, pears, peaches, and bluegum trees.

Source: COMPASS PTNARMTA Exercise. August - September, 1999

Each of these learning sites has both strengths and weaknesses, which each learner is left to judge based on one criteria and needs.

IV.   CONCLUSION

1.   Most partners have structures and operations that have adequate capacity to contribute to sustainable CBNRM. However, current CBNRM program performance is weak.

2.   CBNRM Training has so far focused on giving messages and some skills in a teacher-pupil relationship. Technical training in CBNRM remains very low. There are few development workers with objectively sound CBNRM capacity to effectively manage CBNRM training. Process training needs remain the weakest, yet the most important in facilitating genuine CBNRM processes.

3.   Most current CBNRM training modules are enormously broad, i.e., business management, financial management, poultry management, environmental education, forestry management. Most training modules are not based on systematic training needs assessment, hence the broadness.

4.   Much of the CBNRM expected impact so far exists on paper. Little effort has been given to designing and measuring impact indicators. Where such efforts have been attempted, the beneficiary communities, as usual have been excluded.

5.   There is little documentation on local CBNRM examples or models. Most of what is documented is based on donor projects. Natural resources management is not just a project, and can not be waiting for projects. In fact, natural resources management requires less of school education. Sound ecological management practices are a product of culture, which is a mechanism for adaptation and hence survival.

VII.   RECOMMENDATIONS

1.   Current status of partner organizations' CBNRM structures and operations may not lead to effective and efficient meeting of COMPASS Objectives. It is recommended that COMPASS project should consider organizational development capacity building for key partners.

2.   The dominant training strategies and methods are top-down. This means that they are inappropriate for effective CBNRM and are inconsistent with its spirit and the requirements of a supportive policy. In addition, most training designs do not show impact of the training services. It is recommended that COMPASS Project should develop a mechanism for monitoring management of CBNRM training among partners implementing COMPASS supported training activities. Moreover, training proposals should clearly state behavioral objectives, that is, what participants will be able to do as a direct result of the training experience. Training proposals should describe training impact indicators.

3.   CBNRM process skills are low among most of the partners. Poor process skills lead to inefficient and ineffective task management, and consequently poor CBNRM impact. In addition to OD interventions, the Project should consider promoting specific process training interventions.

4.   The proposed CBNRM training modules are based on common training needs identified among COMPASS partners. They also show the type of modules most partners have capacity to offer. The modules should remain as broad as possible to avoid turning them into blueprints or a shopping list. It is recommended that training needs assessment of potential trainees should precede every CBNRM training design. This is the only way training will be effective and efficient.

5.   Staff turn over is generally high among almost all partners. Staff from one organization move to another, and sometimes going completely outside the CBNRM sector. Subsequently there is no continuity in initiatives and skills training that are started by one officer, after s/he leaves. It is recommended that NGOs and development agents identify (from the members of the beneficiary communities, and with the latter's participation) community-based trainers. COMPASS should facilitate (procure trainers) their training in each of the areas of interest (TFT, community based M&E and whatever the communities already have and ask for strengthening). COMPASS should facilitate community skills mapping exercise. This should seek to identify and describe skills found in the communities. Training should be developed to strengthen the identified skills in the community members. The identified skill holders should there after be used as resource persons in the particular skill area.

6.   Skills for designing and monitoring CBNRM impact indicators are extremely low. It is recommended that COMPASS should support training in designing and measuring CBNRM impact indicators.

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APPENDIX I: **TERMS OF REFERENCE**

SCOPE OF WORK FOR TECHNICAL ASSISTANCE IN TRAINING NEEDS
ASSESSMENT AND EFFECTIVE TRAINING MODULES DEVELOPMENT

Proposed Personnel: **Gilbert Denis Mwakanema**
Number of Days: **36**
Position: **Training Specialist**
Period of performance:about 10/08/1999 to 21/09/1999

SUMMARY:
The identified STA will provide support in ensuring that COMPASS training programs respond to needs
that are genuine and most pressing to the particular partner organization and their beneficiaries. (S)he will
also assist the Community Mobilization Specialist in facilitating the training needs and module review
workshop.

Background/Justification:
The required technical assistance will carry out all tasks that add up to identifying the training needs of the
various CBNRM partners, and making the corresponding training needs relevant to the situations on the
ground. The major tasks are outlined below.

Objective:
Assess COMPASS partners` training needs and help design responsive training modules.

Tasks: The training needs identification and module development exercises form the hub of the
Community Mobilization section of the COMPASS activity, especially in these earlier days. Major tasks
for that purpose are the following:

Training needs assessment:
1.   Examine the structure and operations of the selected CBNRM partner organization or group and
their beneficiaries.

2.   Interview partners organization representatives in Blantyre, Mwanza, Lilongwe, Ntcheu, Mzuzu,
and Mzimba, wherever feasible (otherwise send questionnaires) to examine areas of training gaps
and actual training requirements.

3.   Through probing, clearly define the expected impact according to the organization.

4.   By interviewing the members of the organization, explore the in-house training skills available in
the organization, and their ease of access.

5.   If possible, visit the targeted areas (i.e. area of beneficiaries) to identify local experience available,
which can be called on for demonstration as realistic examples in the area of training.

6.   Categorize the organizations/institutions according to training needs.

Design training modules to meet each class of the identified needs:
?   Examine the current training materials/programs of the concerned subject area in the

organizations (like CURE, CONCERN UNIVERSAL, ELDP, WVI, ACTION AID, CARD, ACTION AGAINST HUNGER and Government department) and identify their strengths and weaknesses relative to the identified needs. This shall involve traveling to places like Mwanza, Lilongwe, Mzimba, Chikwawa, Salima and within Blantyre.

? By comparing the material content with the common concerns of the rural people, assess the applicability of those materials to rural situation, and how locally available materials can be used where technical demonstrations are required.

? Build the corresponding training modules per group of needs/institutions.

? Consult sample trainers, whose roaster shall have been prepared by the community mobilization specialist, who are willing to participate in training module review.

? Facilitate a two-day needs and training module review workshop.

? Produce a report on the proceedings of the training needs and module review workshop.

Outputs and deliverables:
A bound comprehensive report of the identified training needs and effective training modules.

Work schedule and Reporting Relations
Days 1-2: Start up activities
Days 4-11: Carry out the Needs Assessment Related tasks
Days 12-18: Carry out Responsive training module related tasks
Days 19-21: Facilitate a two-day Training Needs and Effective Module review workshop.
Days 22-36: Analyze needs findings and produce a bound report of the identified training needs and their responsive training modules.

Qualifications:
Hands on experience in approaches to handling and training people of all ages, and economic and literacy levels (including Zero literacy). Knowledge of CBNRM, concerns of CBOs and the common person in the village, and conflict resolution, especially related to natural resource use. Ability to successfully relate natural resource conservation with income generation, and promote sustainable resource use. Ability to translate any technical knowledge into simple language (written or oral), understandable by a common street vendor.

APPENDIX II: **CONSULTANCY SCHEDULE**

DATE	TASKS	DAYS
12th – 16th August 1999	Project start up activities and mobilization	4
17th Aug. – 4th Sept. 1999	Carry out the Needs Assessment Related tasks among 30 partners	17
6th – 15th Sept. 1999	Carry out Responsive Modules and related tasks	9
16th – 18th Sept. 1999	Facilitate a two-day Training Needs and Effective Module review workshop	2
18th – 28th Sept. 1999	Analyse needs findings and produce a bound report of the identified training needs and their responsive training modules	9
	Total	41

APPENDIX III: **FIELD TNA SCHEDULE**

DATE	LOCATION AND PARTNERS TO BE CONSULTED
August 1999: 17th – 19th	**Blantyre** 1. Blantyre City Fuel Wood Project 2. CABUNGO 3. CURE 4. EDETA 5. ESCOM 6. National Parks & Wildlife 7. SHOGA (Organic Farmers) 8. Tourism 9. Wildlife Society
20th	**Nsanje** 10. Mr. and Mrs. Antonio **Chikwawa** 11. SVADD
21st	**Mwanza** 12. Action Aid 13. Malambe Juice Production
23rd	**Zomba** 14. Community Services Training Center (Magomero)
24th	**Machinga** 15. Liwonde RDP Trainers
24th	**Mangochi** 16. The Jumbe Family 17. Fisheries Department 18. Mangochi RDP
25th	**Ntcheu** 19. LOMADEF (Ntonda) 20. SADP
26th	**Dedza** 21. Mr. & Mrs. Jampa Integrated Fish Farming
27th	**Lilongwe** 22. PROSCARP 23. ARET
28th	**Dowa** 24. Mr. Chinkhuntha
30th – 31st & 1/9/199	**Lilongwe** 25. MAFE 26. Development Center 27. EAD – Micro Projects 28. TSP 29. TAMA 30. NASFAM 31. UNDP (M'mangisa)

2nd Sept., 1999	**Kasungu**
	24. Mwimba Research Station (ARET)
	25. ARET (Boma Office)
	26. Chimaliro Indigenous Forest
3rd Sept., 1999	**Mzimba**
	27. Mr. Jeremiah Phiri (Mzuzu ADD)
	28. Mavoti (Mabulabo Voluntary Service)

APPENDIX IV: LIST OF PARTNER ORGANIZATIONS AND NAMES OF KEY INFORMANTS VISITED

PARTNER ORGANIZATION	NAME OF KEY INFORMANT MET
1. ACTIONAID	Andrew Salaka, Project Manager
2. Agriculture Research and Extension Trust	Mr. Gondwe, LH Ext. and Training (LL)
	Mr. Kapala, Extension and Training (KU)
3. Blantyre City Fuel wood Project	Mr. REF Mumba, Project Manager
	Mr. C. Mwato. Assistant PM
4. Capacity Building Unit for Non Governmental Organizations	Miss Angel Zamaele, OD Practitioner
5. Chimaliro Indigenous Forest	Mr. Banda
6. Coordination Unit for Rehabilitation of the Environment	Miss Linga Mihowa, Trainer Gender
	Tadeyo Shawa, Trainer
7. Development Center	Robert Kafakoma, Executive Director
8. Enterprise Development and Education Agency	James Ntupanyama, Asst. Project Director
9. Environmental Management Project	Miss Twasubila Msukwa, Fin. and Admin.
10. Electricity Supply Commission of Malawi	Jacob Palani, Project Coordinator
11. Freedom Gardens	Mr. Bauleni, Environmental Officer
12. Lipangwe Organic Manure Demonstration Farm	Mr. and Mrs. Chinkhuntha
13. Machinga Agriculture Development Division	Some members of Executive Board
14. Malawi Agroforestry Extension Project	D. Ntoseni, LHO
15. Magomero Community Development College	Z.D. Jere, Ext. Training and Monitoring
16. Malambe Natural Resource Management Center	W.L. Mussa, CDO; Msukwa, Biogas Tech.
17. Mangochi Rural Development Project	Gobede Village Members
18. Mabulabo Voluntary Transformation Initiative	Mr. Chiputula, LHO
19. Mr. J. PHIRI	Executive Board
20. Mr. JAMPA	Mr. Phiri
21. Mr. and Mrs. Jumbe	Mr. Jampa
22. National Smallholder Farmers' Association of Malawi	Mrs. Jumbe
23. Promotion of Soil Conservation and Rural Production	A.G. Likupe, Skills Dev. Unit Manager
24. Smallholder Development Project	D.D. Yiwombe,
	A. Makuluni, Service Advisor
	D. Mzumara, Land Use Management Advisor
25. Shire Highlands Organic Growers Association	Mr. Joy Harawa, Head Extension Services
26. Shire Valley Agriculture Development Division	Andrew Kauteka, Evaluation Officer
27. Tobacco Association of Malawi	Andrew Mkandawire, Assistant Ev.Officer
	Mr. Kumichongwe, Deputy Executive Secretary
	Mr. Kabvina, Principal Statistician
28. Tourism Department	Mrs. Folome Matsimbe, Tourism Officer
29. United Nations Development Program	Mrs. M'mangisa, Env. Program Officer
30. Wildlife Society of Malawi	Daulos Mauambeta, Executive Director

Source: COMPASS PTNARMTA Exercise. August - September, 1999

APPENDIX V: REVIEW WORKSHOP SCHEDULE

Day 1: Thursday 16th September 1999

8.00	-	8.30:	Official Opening (Chief of Party)
8.30	-	9.00:	Personal Introductions
9.00	-	10.00:	Review Draft Report
10.00	-	10.30:	Tea Break
10.30	-	12.00:	Review CBNRM training context
12.00	-	13.30:	Lunch Break
13.30	-	15.00:	Review responsive modules
15.00	-	15.15:	Tea Break
15.15	-	16.30:	Review responsive modules
16.30		End of day	

Day 2: Friday 17th September 1999

8.00	-	10.00:	Modifications
10.00	-	10.30:	Tea Break
10.30	-	12.00:	Recommendations and workshop evaluation
12.00		Official Closure	
12.15		Lunch	

APPENDIX VI: LIST OF PARTICIPANTS AT THE REVIEW WORKSHOP

Names	Partner Organization
H.B. Chisi	MAVOTI
J.R. Kapala	ARET – Kasungu
P.J. Jumbe	Mthilamanja EPA Mangochi RDP
Twasubila Msukwa	EDETA
A. Salaka	Actionaid – Mwanza
Mpeza	
Y. Kamtedza	TAMA - Blantyre
Jeremiah Phiri	Mzuzu ADD
F.D. Kamanga	Tourism Department
A. Mkandawire	SVADD
A. Kauteka	SVADD
Chiputula	Mangochi RDP
W.L. Mussa	Magomero CDC
L. Ndhlobvu	COMPASS
N. Ntaba	TAMA
L.R. Msukwa	Magomero CDC
T.S. Nkovole	Wildlife Society of Malawi - Mwanza Project
L.C. Banda	Chimaliro Indigenous Forest – Kasungu
A. Watson	COMPASS
A. Umphawi	COMPASS
E. Banda	COMPASS
F. Epulani	COMPASS
G. Mwakanema	COMPASS-DMA Consultant

APPENDIX VII: **PROCEEDINGS OF THE REVIEW WORKSHOP**

TRAINING NEEDS ASSESSMENT,

RESPONSIVE MODULES

AND

TRAINING APPROACH

Review Workshop Proceedings

Blantyre Sports Club

September 16 – 17, 1999

Facilitators: Francis Epulani (COMPASS); Gilbert Mwakanema, Consultant

CONTENTS

1.0   OFFICIAL OPENING (Chief of Party)

2.0   PERSONAL INTRODUCTIONS

3.0   REVIEW PTNARMTA DARFT REPORT

4.0   REVIEW CURRENT CBNRM MODULES AND TRAINING NEEDS

5.0   REVIEW CBNRM NEEDS, CONCEPT, METHODOLOGY AND PERSONNEL

6.0   REVIEW RESPONSIVE MODULES

7.0   END OF WORKSHOP EVALUATION

DAY 1: Thursday 16th September 1999

1.0   OFFICIAL OPENING

The Chief of Party, Dr. Andrew Watson, briefed workshop participants as follows (box)

An Overview

Community Partnerships for Sustainable Natural Resources Management in Malawi (COMPASS)

USAID funded
5-year Program that started in April of this year
Implemented by DAI and DMA
Based in Blantyre

Working to support community-based natural resource Management in Malawi

Objectives

- To improve the management of natural Resources in Malawi through Community Empowerment and awareness.
- To promote uses of natural resources that are environmentally sustainable and socially equitable
- To support capacity building within community based groups and NGOs

Targeted Results:
- Building administrative capacity for CBNRM within NGOs and Government
- Ensuring efficient information exchange and liaison among all parties
- Improvement of community mobilization skills
- Supporting policy reform
- Providing small grants

The COMPASS Team
- Andrew Watson – Chief of Party
- Anax Umphawi – Deputy Chief of Party and Small Grants Manager
- Francis Epulani – Community Mobilization Specialist
- Mesheck Kapila – Information Management Specialist
- Gilbert Mwakanema – Consultant

Community Mobilization and Training Objectives
- To mobilize communities to adopt more appropriate resource management practices by building: basic training, extension, mobilization skills, natural resources management skills
- Business skills for sustainable Natural Resource – Based Enterprises

Objectives of Training Needs Assessment

- Assess COMPASS Partners Training Needs capabilities and
- Needs of Training Service Providers
- Needs of recipients of training

Help design training modules that respond to the stated and observed needs of partner organizations

2.0   PERSONAL INTRODUCTIONS

In their personal introductions, participants were asked to give: Name, place of work (see Appendix VI) and participants' expectations of the workshop, see below.

Participants' expectations of the workshop
- Agree on methodology for community mobilization
- Agree on areas of partnerships with COMPASS project in CBNRM
- Gain more information on natural resources management
- Know more on strengthening community groups, soil and water conservation activities
- COMPASS should facilitate access to grants for women trained in various business enterprises.
- Share information and experiences on CBNRM activities
- Share ideas on COMPASS Project relationship with communities
- COMPASS should assist in capacity building of rural people in Mwanza
- Learn methodology for community training.
- Learn about soil and water conservation technologies
- Learn about community participatory training aspects
- Agree on training strategies
- COMPASS should facilitate education of rural tourism and grants on tourism projects
- To learn human relations with prospective beneficiaries
- Have information on CBNRM modules to help our trainers strengthen their knowledge and skills.
- Knowledge of COMPASS goals, objectives and benefits
- How COMPASS can assist in land husbandry
- Improve knowledge on agroforestry and help me train other people.
- COMPASS should assist in food security and sharing experiences with community members
- Learn more from all workshop participants
- To verify and validate TNA and responsive modules.
- Learn more about participants' training needs.

(The facilitators responded to the expectations by highlighting the main objective of the workshop. It was pointed out that some of the participants' expectations might be responded to informally by the COMPASS Team. It was also noted that the workshop would strictly adhere to reviewing the PTNARMTA Draft Report).

3.0   REVIEW DRAFT REPORT

Each participant was given about one hour to read through the PTNARMTA Draft Report, August – September 1999. The majority of participants had already read the report the previous night. This meant that the report had received enough time. After reading the report, facilitators made clarifications and responded to matters arising from the report. In four groups participants reviewed current partners' modules profile and training needs profiles.

4.0 REVIEW CURRENT CBNRM MODULES AND TRAINING NEEDS
(All pages are quoted from the TNARMTA Draft Report)

Each partners was asked to answer the following questions:

4.1 Partners current Modules Profile (page 4). Does Table 1 include all your CBNRM modules?
Please add/remove any module that you feel has been omitted/added.

4.2 Training Needs Profile (p.10). Does Table 2 include all your training needs? Please add any
CBNRM training need that you feel has been omitted. Please give comments on our observation
of your training needs.

Table 1: INDIVIDUAL PARTNERS' FEEDBACK

ORGANISATION	ADDITIONS/CORRECTIONS	
	Current capacity: modules	**Training needs modules**
MAVOTI	-Running an organization -Loan management -Culture: Ingoma dance -Mavoti development choir	-Gravity fed irrigation -Gender issues -Training in agriculture, farming, compost manure, poultry, nursery management, bee keeping, research.
ARET	-Tree nursery management -Agroforestry -Soil and water conservation (line level and A-frame -Land use planning -Gully reclamation -Livestock production	-(Listed modules on behalf of farmers. CBNRM requires that farmers" training needs be described by themselves)
MAGOMERO	-Bee keeping -Macramé -Batik -Integrated Farming (poultry, dairy, piggery, vegetable and arable cropping) -Cooking oil extraction	-It should read lack of skills in designing and manufacturing of biogas appliances such as biogas lamps, biogas stoves -Lack of knowledge (skill) in the use of mobile gas bags -Lack of reference materials (books) on biogas technology -Lack of adequate knowledge and exposure of biogas technicians on biogas extension services
CHIMALIRO FOREST RESERVE	-Natural resource management (conservation and sustainable utilization) -Nursery management -Bee keeping -(Not model site for land husbandry, but model site for Indigenous Forestry Management: Blocks 1, 2 and 3)	
Bambo Jeremiah Phiri	-*Ulangizi wa* Phiri Lino Frame	
ACTIONAID	-(as per TNA Report)	-Inadequate skills in participatory impact assessment processes for CBNRM projects -Lack of skills in project process management should read "Inadequate time

		allocated to project process management. -Lack of knowledge of specific technologies, i.e., rain water harvesting should read, "Inadequate experience of rain water harvesting technologies" -Remove "inadequate skills for community mobilization"
EDETA	-Small and Medium Enterprise Business Management -Agribusiness, i.e. processing of agriculture products and sell them as finished products not raw materials	-Lack of knowledge and skills in organic manure farming. -Lack of training materials -Lack of alternative environmentally friendly businesses
WILDLIFE SOCIETY	-Forestry Management in fruit budding and grafting -Wildlife management, i.e. guinea fowl diseases and medication, drug vaccination training	-Malambe and Bwemba juice processing needs expert in food processing in general -Bamboo furniture making needs further training in new design. -Environmental education needs more tours by both staff and communities to learn from others. -Reviewing and revising training WSM activities.
TOURISM	-(as per TNA Report)	-Training in Project management -PRA techniques -Business management skills
SVADD	-(as per TNA Report	-Field Assistants lack knowledge and skills on how best to instruct farmers on soil conservation. -M&E Assistants lack skills and knowledge of monitoring and evaluation of soil conservation issues. -Training in soil conservation in areas: Chamboko, Nkhwangwa and Kalambo
MANGOCHI RDP	-Compost manure making and application -Pegging and construction of marker ridges using A-frame, line level and lino frame	-Low skills in TOT -Correction on point (3) addition: low staff morale
P.J. JUMBE	*-Ulimi wa kudzala kosakaniza ndi mitengo* *-Kuteteza nthaka ndi akalozela* *-Kudzala mitengo ya zipatso* *-Kulima mbeu za ku dimba*	*-Kuteteza mitengo ku chiswe (podzala nkhadze)* *-Kupanga manyowa a njira zina.*

Source: PTNARMTA Review Workshop, September 999.

5.0 REVIEW CBNRM NEEDS, CONCEPT, METHODOLOGY AND PERSONNEL

General review of CBNRM concept

(Eni ake kusamalira zachilingedwe zopezeka mmadera mwawo)

GROUP 1
Members: Messrs: Chisi, Kapala, Jumbe and Miss Twasubila Msukwa .
Activity: Review and give your comments on Psychosocial training needs (p. 6-7).

Group feedback

We are in agreement with the Psycho-Social/Process Training needs raised on page 6 and 7.

Additional comments are as follows:

1.   Attitudes towards Communities
   a.   Undefined role on the community.
   b.   Communities expectation and our expectation.
   c.   Projects should not be imposed on communities, but we should hear their needs.
   d.   We should be <u>facilitators.</u>
   e.   Lack of finance to facilitate follow up visits, training, monitoring and evaluation.
   f.   Good planning of work with the community - can facilitate training, impact monitoring, evaluation or follow-up.

2.   Community Attitudes toward outsiders
   a.   Vicious circle - members of community think food first before NRM.
   b.   Illiteracy contributes to inferiority.
   c.   No proper explaining for the benefits given during meeting i.e. lunch.
   d.   Lack of leadership training and community mobilization training.
   e.   Donor driven, and depends on NGO and extension workers.
   f.   Communities think of their personal/benefits.
   g.   Illiteracy, poverty and limited technical know-how.

GROUP 2

Members: Salaka, Kamanga, Mpeza, and Phiri

Activity: Review and comment on Concept and practice of CBNRM (sub-section 3.3, p.7).

Group feedback

1.   Is it only geographical location.
2.   The community should appreciate the benefits of natural resources conservation.
3.   Community should outline the differences between CBNRM and the imposition system.
4.   CBNRM should be gradual i.e. combining both co management and CBNRM (Training).

GROUP 3

Members: Ntaba, Msukwa, Nkovole and Banda

Activity: Review and comment on CBNRM training concept and methodology (sub-section 3.4.p. 8)

Group feedback

1.   Community to be involved in the Design of the Training program (TNA, Stage).
2.   Training to take an Adult learning approach.
3.   Training to be participatory (Community Discussions).
4.   Training to be conducted at the Community itself.
5.   Training should aim at instilling in the Community, sense of ownership of the natural resources.
6.   Training to improve/build on already existing skills and knowledge of the community, e.g., mobilization skills learned from MASAF Projects.

GROUP 4

Members: Mkandawire, Chiputula, Mussa and Ndhlovu.

Activity: Review and comment on quantity and quality of CBNRM Development workers.

Group feedback

1. *Alangizi alipo wochepa kwambiri moti kumakhala ntchito yaikulu kukwaniritsa malo onse (section) 1 mlangizi pafupi* 1,500 Farming Families.
   * Natural Resources College *ndi* Magomero Community Development College, *amene anali malo ophunzitsirako alangizi a zaulimi - ndi alangizi a zachitukuko anatsekedwa.*
   * *Alangizi wochepawo akuchoka kukafuna ntchito zina zowapatsa ndalama zambiri.*
   * *Kumwalira.*
   * *Kupuma pa ntchito.*

2. *Alangizi alipo wochepa kwambiri amene akudziwa za kusamala zinthu zimene zikupezeka mdela la anthuwo.*
   * *Luso la tsopano, ngati latuluka ku likulu, silikuwafika a langizi amene ali mumadela onse a dziko lathu.*

3. *Kudzipeleka*

6.0   REVIEW RESPONSIVE MODULES

GROUP 1:   PROCESS TRAINING MODULES
Activity: Comment on the responsive Process Training Needs modules. Are they responsive? (Sub-section 4.1, p. 13)

Group feedback (Comments and Recommendation)
1. Development concept and practice should start from village headman. Village headman should mobilised the community.
2. Stand up skills of how to address adults.
3. Community can look after themselves.
4. Guidance on participation and team building.
5. Conflict management should be left to the community itself with the help of disciplinary committee.
6. Work hand in hand with donor, field worker and community based in monitoring and evaluation.
7. All these models need explanation by compass to both the trainers as well community leaders for proper elaboration.

GROUP 2:   TECHNICAL TRAINING MODULES
Activity: Comment on the Proposed Technical Training Needs. Are they responsive? What must be added? (Sub-section 4.2, p. 14)

Group feedback
1. The group agrees with the given modules but suggests the list should also include the following-

- Sisal Bag making
- Seed oil extraction
- Animal feed production
- Project management
- Environmental management

Corrections

2.   'Cane making' should read "Bamboo products manufacturing".
3.   'Upland fishing' should read "integrated fish farming".

GROUP 3:   CBNRM TRAINING STRATEGY
Activity: Comment on CBNRM Training Strategy (Sub-section 4.3, p.15 –18).

Group feedback
1.   Economic Capacity - emphasis should be based on offering/exploring alternative sustainable IGAs.

2.   Knowledge capacity - sensitization of the community on the ownership of the Natural Resources - after that they will effectively plan, govern and manage their Natural Resources *(Restore the Resource Ownership feeling in Communities).*

3.   Empowerment as learning process.

4.   Training strategy: Partnership training should be encouraged in all Government, NGO and private sectors.

5.   Farmer to farmer should read beneficiary to beneficiary.
        *   New brand of development workers should have been written "Transformed Development Worker".

6.   Community based development work should follow putting people first approach but the community must be both creator and consumer of knowledge.

7.   Government and NGO Personnel.
        •   Are apparently strangers in community point 3. To be removed that reads do not possess psychological ownership of any Natural Resources in the Communities.

7.0   END OF WORKSHOP EVALUATION

1.   What I liked best (*Chokonda*).
2.   What I liked least (*Chosakonda*).
3.   General comment (*Ndemanga*).

LIKED BEST (*ZOKONDA*)
1.   I liked the TNA Draft Report. It shows these facilitators have really worked.
2.   Concept and practice of CBNRM (liked most).
3.   The goal of COMPASS if it will really be accomplished.
4.   Approach of the whole workshop was good.
5.   Participation was very good.
6.   *Ndakondweretsedwa ndi nkhani yoti Alimi ife timafooka pakupitiriza zomwe taphunzitsidwa ndi mlangizi; pamene iye wachoka.*
7.   I have liked the training strategy of partnership. This will enable us (COMPASS) to run our projects efficiently.
8.   Presentation of the materials.
9.   Information that COMPASS will be working as partner to different organization in capacity building.

10. Competence of the facilitators and their commitment.
11. The participants came from a cross section of people.
12. The need for the spirit of self-reliance as a community.
13. *Kaphunziridwe ka kusamala za chilengedwe chifukwa ka kulingana ndi ntchito yanga.*
14. A COMPASS *Kuti Chuma Chachikulu Chili Mwa Ife.*
15. What I liked best is the Group Discussions that help to generate a lot of pertinent issues.

LIKED LEAST (*ZOSAKONDA*)
1. None.
2. Quantity and quality of development workers.
3. Inadequate time of the whole process workshop.
4. 1st day was too long.
5. Time keeping was not there.
6. *Palibe chotsutsa china.*
7. What I have not liked is the way our comments/recommendation were turned down.
8. Time was short to cover fully the materials.
9. Compass could train, in form of workshops, to improve skills of field workers.
10. Time was not adequate for the material to be covered.
11. I do not have any.
12. *Ndinabwera popanda kudziwa chochita kuno.*
13. *Palibe Chosakonda.*
14. There is nothing I liked least.

COMMENTS (*NDEMANGA*)
1. It was easy to follow the training need in NRM of the Malawi Community.
2. Outputs (synthesis) of this workshop should be sent to all workshop participants.
3. COMPASS should employ key development workers on mobilization for ease of communication with us.
4. The workshop is definitely going to yield results.
5. The workshop was well organized and its content very helpful to the community in natural resources management.
6. These workshops should be time and again because I have really grabbed something from this workshop.
7. COMPASS needs to continue with this type of training as it has really taught us a lot.
8. Go ahead with meetings and workshop to share knowledge.
9. Keep it up.
10. Implementation of what has been presented and discussed is always a problem. Lets hope compass with its partners will be practical for implementation whatever is proposed.
11. The course was generally very good with good accommodation arrangements payment arrangements were not well handled.
12. The idea of COMPASS going through existing institutions is a good approach but there is need for up to date communication between COMPASS and the organizational members or institutions.
13. *Kukambilana kwathu ndathokoza kwambiri pitirizani. Zikomo.*
14. *Zonse zimene mwatiphunzitsa zolimbitsa mtima kwambiri kwa ine.*
15. The workshop has been very fruitful and informative on issues relating to the management of natural resources in the community. This is because the issues discussed were drawn from the participants' experiences.